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ABSTRACT

Papers on libraries for disadvantaged people presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "The Hearing Impaired Persons and Libraries--The Status Quo in Japan" (Shuuichi Matsunobu, Japan); (2) "A Production System of Captioned Video Tapes Using Japanese Word Processors" (Satoshi Nishikawa, Japan); (3) "Hospital Libraries in Poland" (Franciszek Czajkowski, Poland); (4) "On Bibliotherapy" (Masamoto Higuchi, Japan); (5) "The Information Needs of Inmates and the Prison Library" (Stephen M. Mallinger, United States); and (6) "How to Publish Easy Reader Books--A Model" (Beata Lundstrom and Elsie Bellander, Sweden). (KM)

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1986

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Division: Libraries Serving the General Public

Section: Libraries for disadvantaged people

Working Group on the Library Needs of the Deaf

27-DISADV-1-E

The hearing impaired persons and libraries: the status quo in Japan

by

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Preface

In this paper, I regret that I must introduce the poor condition of the library service to the hearing impaired in Japan.

In the first part of this paper, I will show briefly the present condition of welfare for the hearing impaired in Japan. In the second part, I deal with libraries.

I. The hearing impaired in Japan

The number of the hearing impaired is about 317,000 according to the Ministry of Health and Welfare in 1980. But the Ministry defines them as people with hearing loss of over 60 decibels(dB) in each ear by Law for the Welfare of Physically Handicapped Persons. So this number is very small considering the population of Japan(about one hundred and twenty millions). It is estimated that the number of the hearing impaired(both the deaf and the hard of hearing) is millions including senile deafness.

There are two major organizations of the hearing impaired in Japan. One of them is Japanese Fedration of the Deaf, and is a member of World Fedration of the Deaf(WFD). The other is Japan Conference of the Hard of Hearing, an associate member of International Fedration of the Hard Of Hearing(IFHOH). Their demands and needs are very various.

The welfare measure by the Law is only the provision of hearing aids. But hearing aids are of limited use, because their effectiveness decreases as the distance between an aid and a speaker increases. Hearing aids amplify not only the desired voice but also unwanted noise that may mask the voice. Therefore, local associations of the hard of hearing are demanding the loop induction system in public institutions, for example, city hall, welfare center, etc.

As examples of welfare measures not regulated by law, there are some training programs of sign language interpreters and dispatch programs for the deaf on the level of local governments. The background of these programs is

the organized demand of the deaf. Recently, the Ministry of Health and Welfare began to study a qualifying examination of sign language interpreters.

As an example of daily necessaries, the hearing impaired want to use telephone at low charges. There are two major systems, one of them is the auditory amplification telephone named "Meiryo"(trademark: it means that one can hear the voice clearly) for the hard of hearing. The other is the facsimile telephone system named "Mini-fax"(trademark: it means a miniature of a telefacsimile device) for the deaf. But the charge is not inexpensive. Few libraries have these telephone systems.

I cannot give more detailed descriptions here, but welfare for the hearing impaired people is wholly unsatisfactory and lagging behind.

II. Libraries and the hearing impaired in Japan

First of all, there is no legislation nor regulation of library service to the handicapped in Japan(except braille libraries by Law for the Welfare of Physically Handicapped Persons), nor special training curriculum about this service in library and information science. What is worse, many library administrators are not aware of the importance of providing library service to the handicapped nor employment of the handicapped. Library administrators do not always know the daily life and the needs of the handicapped, and administrators are inclined to think that this service is the "special" service and the field of social welfare.

Therefore, most librarians are not specifically trained to serve the hearing impaired. Librarians do not have the knowledge of sign language, nor know how to communicate with the hearing impaired. Only a few librarians make personal efforts to learn sign language.

a) Public library

Japan has about 1,300 public libraries in 1981, but only 15 libraries of them have librarians with the knowledge of sign language according to the survey of JLA(Japan Library Association). And few public libraries have a plan of outreach service to the hearing impaired. As exceptions, some libraries have official training programs of sign language to library staffs.

On the other hand, since the hearing impaired have not been sufficiently educated about library, they do not know the function of public library.

In case of the hard of hearing and acquired deaf adults who have the ability to read, they are apt to drop into bookstores(bookshops) and to purchase books and magazines at bookstores. Because bookstores far outnumber public libraries, and prices of popular books are relatively low. These people read often in commuters' trains. They are still potential users.

The pre-lingually deaf adults usually do not come and use public library because it is difficult for them to read printed books. In addition, there is no easy-reading book for them.

b) University library

There are about 700 students with hearing loss of over 60 decibels in universities and colleges according to the inquiry of the Ministry of Education in 1981. This number is very small considering whole students(about two millions).

One reason is that the competitive entrance examination is very severe. Besides, several universities and colleges deny to accept candidates with hearing loss or other handicaps on the plea of no budgets, equipments, nor staffs.

Most of the university library authorities do not make necessary preparations for the handicapped students on the same plea. Library staffs do not know what these students need and how to communicate with hearing impaired students.

On the other hand, students with hearing loss can hardly listen to lectures nor can join seminars unless professors and other hearing students understand them. Hearing impaired students exhaust their energy in order to "listen" by hearing aids, notetakers, and sign language interpreters, etc. But these supports are almost personal or private, in other words, not sponsored by the university authorities. Hearing impaired students have no enough time to use library nor knowledge how to use it. It is said that the library is the heart of the university, but the library authorities will not make orientations for the handicapped students.

c) School library and deaf-school library

School libraries in Japan are very meager in budgets, collections, equipments and staffs. Most schools have their own libraries, but have few school librarians. Most teachers do not know how to manage and to use school library in order to develop mental faculties for pupils.

Deaf-school libraries are more meager. Most deaf schools are very small, the number of deaf pupils is also small. Therefore, the library budget is very poor corresponding to the size of deaf school. Most libraries in deaf schools do not have enough materials suitable for use with deaf pupils.

Deaf pupils do not have adequate reading ability. Most hearing teachers in deaf schools use chiefly the oral method when they teach, notwithstanding deaf pupils' handicaps are very various and severe. In addition, communication

through sign language is generally prohibited in deaf schools(except one school). And the education for deaf pupils is limited to the classroom and activities oriented by instructors.

There are some schools with a special class for partially-hearing children, but the circumstances of library is similar in such schools.

d) Visual materials

Several public libraries lend visual materials, for example, video-tapes, cassette-tapes, but without caption or sign language interpreter.

One of the cultural and informational demands of the hearing impaired is to see captioned or signed films. But we have few Japanese films with captions or sign language interpreters. Japanese captions are introduced in foreign films, of course, not for the hearing impaired, but for Japanese who do not understand foreign languages.

Captioned or signed films for the deaf are provided usually by the culture or welfare center for the handicapped or for the deaf. These materials are compiled almost by such centers. These centers serve the handicapped with rehabilitation counceling, necessary information in their daily life, club meeting facilities, recreation facilities etc., at little or no cost in order to promote social paticipation and welfare for them.

Most libraries do not have a plan of visual material service programs for the deaf. Libraries and welfare centers have no official relation with each other.

e) Employment of the hearing impaired in library

It is desirable that qualified persons with hearing loss should be employed in library. Working and communicating with them, hearing librarians and users may learn many things about the hearing impairment.

However, there are only a few hearing impaired librarians in Japan. There are some applicants for librarians, but they are not easily employed just because of their hearing loss, that is, the difficulty of oral communication with colleagues and users(including by ordinary telephone).

As an "affirmative action" of the employment of the handicapped, Japan has "Law concerning Promotion of Employment of the Physically Handicapped", but this law does not encourage libraries to perform as model employers of handicapped persons. This law is not effective for professional employment.

I have had experience in being rejected by National Diet Library and several national university libraries maybe because my hard of hearing. Although, fortunately two years ago I was employed and am working at Osaka University of Foreign Studies Library(national university library). The hearing impaired persons have many difficulties in being employed.

III. Conclusion

Above mentioned, the library service to the hearing impaired in Japan is evidently very poor.

To promote this service, in May 1984 we founded "Working Group on the Library Needs of the Deaf/JLA" in the Committee on Library Service for the Handicapped/JLA. And we will publish a pamphlet titled "Manual for the development of library service to the hearing impaired"(Japanese edition) this summer. We expect that this pamphlet leads to many examples of practices and plannings of library service to the hearing impaired in Japan.

We hope that "Working Group/IFLA" plays the leading part in citing concrete examples and exchanging informations of library service to the hearing impaired especially in advanced nations, for instance, in U.S.A.. We will be able to learn a great deal from those examples in order to promote this service.

Libraries will be able to support the cultural and/or informational needs of the hearing impaired and should positively employ qualified persons with hearing impairment. In the future we want to set up guidelines or standards to develop the library service to the hearing impaired in Japan.

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AVM 1

A Production System of Captioned Video Tapes using Japanese Word-Processors

by

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I Introduction

Recently great progress has been made in research and development of the new information systems that use television and video devices, including new media such as teletext, videotex etc. On the other hand, deaf people cannot listen to the radio at all and understand television only a little when pictures are shown without captions. However, it is very important to use such broadcast information in order to obtain the necessary knowledge in the present day society and daily lives. Therefore, captioned video pictures are strongly desired by deaf people who live in the modern society.

Indeed, in Europe and U.S.A more than 5 years ago captioned video tapes were made by using computers. However, Japanese is one of the most complicated languages in the world. The writing system makes use of three kinds of orthography, including 10000 different characters. The "kanji" character system, originally imported from China over 1000 years ago, still takes a main role. But kanji characters are often used with the two alphabet type Japanese syllabaries, "hiragana" and "katakana". A kanji has not only more than one pronunciation but also more than one meaning. While, the number of letters of each Japanese syllabary is about 70. Every letter has a single pronunciation and little meaning. Roman characters and sometimes other symbols are also used in writing sentences. Therefore, in Japan it is very difficult to compose captions on video pictures. The usual method of composing Japanese letters and figures on video pictures is the method that uses telop cards. This method requires elaborate technical devices and is very complicated. As a result it is very time consuming and expensive.

On the other hand, devices that make words and sentences by key-input such as Japanese word-processors have rapidly developed in recent years due to the progress of microelectronics and the use of microprocessors, floppy disks, etc. Thus, by using Japanese word-processors and personal computers, the conversion to letters from

voices and the editing of words and sentences in order to make captions should be carried out with high efficiency.

We planned to develop a system for making captions using Japanese word-processors and adopted the basic principle of using those Japanese word- processors and personal computers available on the market as much as possible. Thus we developed an interface that can use the printing function of Japanese word-processors without the on-line function. We also developed a device that adapts the pattern information from the interface to a format suitable for video pictures. We established a new highly efficient method of making, editing and composing captions.

II Development of Prototype

We selected a Japanese word-processor suitable for our system by applying the following conditions.

1) It is necessary to be able to operate keys by blind touch easily in order to write at high speed. Thus we adopted the method that converts to "kanji" and "katakana" from "hiragana" according as pronunciations.

2) The Japanese word-processor should have a printer output with a Centronics-type interface for a wide use. This makes it possible to connect Japanese word-processors of other makers to our system.

Applying these conditions to the Japanese word-processors available when we started the research, we chose the OASYS 100 of Fujitsu Ltd. We then developed an experimental system to match this Japanese word-processor. Taking advantage of using Japanese word-processors, we can record sentences of about 2400 lines in code format on one floppy disk and can make sentences at very high speed by blind touch. Since the printer output of our Japanese word-processor was in a pattern format, we had to develop a device to adapt this pattern information to video pictures instead. We called this device as the Video Ram. In addition, we needed to develop the interface that connects the printer output to this Video Ram.

The Video Ram consists of two microprocessors as the controller, two video memories for characters, two video memories for adding edges, a board for separating and providing the synchronization, a board for controlling the display and a mixer board. This device has functions for exchanging the line output and the monitor output, adapting the pattern information to video pictures, adding of edges etc, by receiving commands and data from the interface.

The interface has the function of receiving the pattern information from the Japanese word-processor, carrying out the conversion of the arrangement of bits, sending data to the Video Ram and other necessary procedures under the control of the keyboard. We made this interface by using a personal computer that has a character generator for "kanji", "hiragana", etc.

Thus in July, 1982, we completed the prototype and succeeded in composing captions with 13 letters per line and 3 lines per picture. This confirmed our ability to compose captions almost faithful to speech but without edges, during several minutes of TV news. However, since the addition of edges was made with software, it took more than ten seconds to add edges on a one page caption so that we gave up edges in this system.

III System improvement

In April,1983, based on our experience with the prototype we combined the Video Ram and the interface in one unit. This kind of device is called a Video Information Processoer(VIP). The first commercially produced version of the VIP is known as the VIP-2000. Before production we added the following functions to the VIP-2000 and its operation was greatly improved.

1) The number of lines per picture can be selected by a dial (from one to eight lines).

2) The captions can be rolled up on video pictures at high or low

speed.

3) By changing the clock frequency, the number of letters per line can be chosen from two numbers i.e. 21 and either 13 or 16 corresponding to the character size.

4) The position of characters in the vertical direction can be continuously changed.

5) The brightness of characters can be adjusted from dark to light.

6) Horizontal edges can be added to characters by means of hardware using delay lines.

7) By modifying the program of the microprocessor, we can connect the VIP-2000 to other Japanese word-processors that have similar functions.

IV Captioning Process

We developed experimentally the most appropriate process for making, editing and composing captions on video pictures using the VIP-2000 and the Japanese word-processor. In our system we can carry out the process in a way similar to the usual process with telop cards. However, we can make use of a dictation tape recorder with which it is possible to change the speed of reproduction of the audio tape by a control pedal. Then we adopted the following process.

Step 1: A TV program is recorded both on a video and an audio tape recorder.

Step 2: An operator listens to the audio tape using a dictation tape recorder, and operates a Japanese word-processor to make a script of captions which are stored in a floppy disk of the Japanese word-processor.

Step 3: Using the function of the Japanese word-processor, a caption editor corrects and edits the script so as to match the sentences with video pictures as faithfully as possible.

Step 4: Operating the keyboard of the VIP-2000 and using the print out function of the Japanese word-processor, one composes captions

on-air video pictures with the correct timing and the proper arrangement.

We should note that the next-page caption displayed on the monitor is useful to indicate when one pushes the next-page key of the VIP-2000 with the correct timing.

V Results and Discussions

With the cooperation of a professional operator we first tried to carry out the preceding process for two 15 minute dramas as experimental samples. As a result one drama required 1.5 hours to Step 2 and the other drama required 1 hour to Step 2 depending on the total amount of speech by the cast. In addition, it required 1.5 ∿ 2 hours to Step 3 and 15 minutes to Step 4. For the complete process, it required 3 ∿ 4 hours in total to compose captions almost faithful to speech of a normal 15 minute drama.

The amount of speech in a fixed time is different according to not only the kinds of programs such as drama, column and so on but also during each sequence of a drama. We therefore captioned a column and an animation program that differed very much from the preceding two dramas. We counted the number of letters including "hiragana" and "kanji" in the captions, the number of captions etc. Thus we investigated their relation to the time that is required for the input and that required for editing the script of captions. As a result we concluded that if the tempo of a speech is not too fast, we can estimate that for any program the total time required for captioning by our system is approximately proportional to the total number of letters in captions.

Using the time required for captioning a 30 minute drama as the standard sample of captioning, we can estimate that in our system it takes 2 ∿ 3 hours for Step 2, 3 ∿ 4 hours for Step 3 and in total 6 ∿ 8 hours including Step 1 and Step 4. On the other hand, from the

experience at the Information and Culture Center for the Deaf in Japan, we estimate that by means of the method that uses telop cards it takes about 60 hours in total. Compared with this method, our system succeeded in reducing the time required to make, edit and compose captions for the same drama to as little as one tenth of the total time. An additional advantage is that the captioning cost is reduced by a factor corresponding to the time required.

We examined the effect of video tapes captioned by our system in the following experiments. First, we prepared two samples of captioned video tapes of the same drama. One of these tapes was a sample captioned by our system, the captions of which were almost faithful to the speech. The other was a teletext sample used in a National broadcast, the captions of which were condensed to less than half of the speech. We showed these samples to 20 students of a school for the deaf and collected information by questionaire. Among their answers, ten students preferred the faithful sample, four students preferred the condensed sample and the remaining six students answered that both have their merits and demerits. In addition, afterwards we showed video tapes that were not captioned, and then the condensed sample or the faithful sample. After each showing we asked them to write the outline of the drama. Using these compositions we made an objective evaluation of the degree of understanding. As a result it was also proved that the faithful sample is rated higher than the condensed sample.

VI Further Development

Thus our system, that makes, edits and composes captions on video pictures, succeeded in reducing greatly the time required to make captioned video tapes almost faithful to speech, compared with the usual method that uses telop cards. Furthermore one of the features of our system is that we can make captioned video tapes almost faithful to speech faster than condensed speech.

However, some problems as following still remained

1) Since in the VIP-2000 the signal transferred from the Japanese word-processors to the VIP-2000 is in the pattern format, it takes about 7 seconds to compose 21 characters per line and 8 lines per picture. Thus sometimes one fails to caption with the correct timing and to match captions with visual speech.

2) Since in the VIP-2000, edges on characters in the vertical direction cannot be added, it is often difficult to distinguish captions from the background.

3) Sometimes, a period and a comma cannot be put after the end of lines.

4) One cannot vary color character by character in the VIP-2000.

Now, we are developing the second version of VIP that is called the VIP-4000. In the VIP-4000, in order to reduce the information transfer time from the Japanese word-processor to the VIP, we send the information in the code format instead of the pattern format. Thus, it is necessary for the VIP-4000 to have character generators inside. In addition, the information can be transferred from the Japanese word-processors by means of not only the printer function but also the communication function.

The following useful functions are added to the VIP-4000.

1) It takes less than 1 second to compose 20 characters per line and 8 lines per picture. Therefore one never fails to caption with the correct timing and to match captions with visual speech.

2) Thin or thick edges can be added in both the horizontal and vertical directions by means of hardware using delay lines. Thus captions can be very easily distinguished from the background.

3) The number of letters per line can be chosen from three numbers i.e. 20,16 and 12, corresponding to the character size.

4) Neither a period nor a comma is put at the beginning of lines.

5) One can vary color character by character with white, yellow,

cyan, green, magenta, red, blue and black. The colored characters are very useful to identify captions with their speaking casts and to enhance other visual effects.

6) The captions can be faded, rolled up and scrolled at high, middle or low speed.

VII Conclusion

Our system has been developed to enable deaf people to collect information from video pictures more usefully. However, it is also noted that there is a great possibility of various more general applications for the VIP as follows.

1) In TV broadcasts and productions, one can easily and rapidly adapt much information from Japanese word-processors and personal computers to video pictures.

2) In response to the development of office automation in business, enterprises etc., one can record various information on video tapes and make use of it by the system of CATV at any time.

In particular, we hope that the VIP will be used by librarians who intend to establish captioned video-tape librarys for deaf people, likewise braille-book librarys for blind people.

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HOSPITAL LIBRARIES IN POLAND

by

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K E Y W O R D (S):

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Introduction

There are some general premises adopted from the methodology of medical and humanistic disciplines that should be undertaken in the consideration of hospital libraries for patients and medical staff.

The conditions derivating from the socialist model of health service and the guarantee of charge - free and proper medical care for each citizen, are fundamentally important for our further consideration.

The first of the premises mentioned above is concerned with the bilateral interdependence between the psychical and physical spheres of the human nature. In the treatment and rehabilitation process the positive and important role has been more and more frequently attributed to arts, particularly to literature.

Early enough these facts have been noticeable in Poland so that in the 19th century there were interesting articles on the subject.

In one of them, from 1869[1)] the author motivates the necessity of "the libraries installed in hospitals" and he is considering the function of the literature (a book as "an entertainment", "it can detract thoughts from the illness") and of the hospital libraries which should offer three main advantages: help to cure, sweeten illnesses and instruct the sick person".

On the turn of the 19th and 20th centuries some libraries for patients functioned in Polish hospitals.

In 1927 a description of the installation of a library in Warsaw "Infant Jesus Hospital" in Polish appeared. The author, doctor in-chief of that hospital for 700 beds informed about the foundation of the library of 5000 volumes. It was run for several years by a volunteer, and afterwards by librarians for a little charge. 37 per-cent of the sick persons and 34% of the hospital staff were enjoying the services of the library [2)].

After the World - War 2, "Library Act" from 1968 [3)] has had the fundamental significance for the prosperous development of the library services in health care institutions.

The article 28 of this document says:

1. "Hospitals and other closed health service centers and social welfare are in duty bound to assure the patients library service, according to their cultural and whole - some necessities.
2. The Minister of Health Service and Social Welfare, and the Minister of Culture and Art appoint the principles of the organization

of the library service mentioned above in the article nr 1, and the principles of participation of the public libraries in the service".

1. Legal and Organizational State

In consequence of that Library Act special orders concerning the library services for patients were passed afterwards [4].

According to these orders a library service for the patients of the closed health service centers (hospitals, sanatoria) and for the inhabitants of the residential houses should be guaranteed.

Three kinds of libraries function in Poland at present:

1) libraries which are integral part of the hospital (clinic, institute) totally subventioned and maintened from the budget of the infirmary
2) branches of the public libraries, operating in consequence of bilateral agreements between the libraries and the hospitals.

   Most often the hospitals secure right local conditions, room equipment and administration free of charge, whereas the libraries secure books and other library materials, the staff and the instructive supervision of the mother - library or a higher organization - level library (e.g. town or province library)
3) fixed library service points (with deposit collection) - in the units of a small number of beds; sometimes - in departments of big hospitals.

In the libraries mentioned above (1,2,3) library materials are being rendered accessibly on the spot and they can also be delivered to the wards according to a schedule.

As far as the organization of the hospital libraries in Poland is concerned we should also mention the cooperation between the Health and Social Welfare departments of the Province Offices (49 provinces) and the Province Public Libraries, most often regulated by written agreements about library service for ill and handicapped people.

2. Characterization of the Library Network and the Bookstocks

The rules given in the Order and the Instructions are not always carried into effect, and the state of the library service for patients, in spite of its permanent improvement, is not satisfactory. It is due to the difficulties with rooms we have in a lot of health service institutions in Poland, and partly to unsatisfactory inte-

rest of the medical personnel, and even of some librarians. In 1984 all - Polish enquiries were organized to examine the real state of library network and to fix the development level of reading habits in hospitals. It appeared from the materials sent by 40 provincial libraries that in 1984 in the 500 examined hospitals 491 libraries were open, 251 of them were independent libraries in the hospitals, 109 - branches of the public libraries and 131 - fixed library service points. Fifty-two of them had their own reading rooms.

Branches of the public libraries play an important role in the network and the number of them is systematically increasing. The organization of such libraries, equipped with the proper literature, magazines, more and more often with "spoken books", served by professional staff with proper instruction and training in this field is an accurate solution deserving special preferences.

The room-space conditions of the libraries are vastly varied. Only 85 of them have got the conditions conforming to the norms, in 90 cases we can speak about good conditions, whereas 291 libraries have not independent rooms at their disposal.

Patients from psychiatric and neurological hospitals in most cases have their own library service. The medical personnel decides about the choice of the books being bought for those hospitals, as well as about the specific books offered to the ill people, taking into consideration the purpose of the directed reading therapy and individualized necessities of the patients who need a special care.

The enquired centers had 1.277.180 vol. which means 8 books per bed. The detailed analysis shows us the diferrentiated number of books per bed in the respecting provincies, or even within a province or a city.

In order to give you some idea of the state of library services in hospitals I am mentioning some data from the Province of Toruń, the region of my professional activity. There are 10 hospitals with 3.176 beds for 631.880 inhabitans of this area. There are 4 library branches in the hospitals, which works out at 12,7 books per bed.

The diagram which shows more details is enclosed at the back of the paper.

At the beginning of 1986 two other branches started to work. In four other hospitals there are fixed library service points.

The purchase of books for the hospital libraries.is often decided by a commission composed of librarians, doctors and psychologists.

The quality of library service in the isolation hospitals (infectious and lung diseases) needs to be improved. Because of the character of those diseases and the specific treatment they need (closed infirmaries), libraries and more often fixed library service points started to be organized there. They possess unexchangable book collections transferred there for the permanent use. However the effective realization of those operations needs additional funds to buy library materials, as well as some modifications in the organization.

3. Library Staff, its Qualifications, Educational and Professional Training Systems

In 1984, in 491 hospital libraries, 162 employees had a full time job. The others shared their professional duties with the work in the libraries. The revision of the educational level has shown that 45 persons were graduated from Universities, 18 of them from the librarianship department. The great majority completed secondary education and only 90 employees had librarianship qualifications. In the hospitals where branches of the libraries are organized there is a highest coefficient of the professional librarians. The fixed library service points are generally served by the middle medical or administrative staff. Those persons while doing their jobs usually lend books if patients ask for them.

The conclusion from the collected material is that the personnel employed in the libraries need instruction and professional training courses. What is then the preparation for the work with the ill like, and what kind of improvement of professional qualifications is undertaken in Poland ?

At present there are 8 educational centers for librarians at the high level and over a dozen branches of Extramural System of Training attached to the province public libraries. Lectures on the organization of the library services in health care instructions and for the handicapped and elderly persons are organized at the faculties mentioned above. Also some students of librarianship chose the problem of reading habits in hospitals as the subjects of their dissertations.

In 1985 at the State Cultural, Educational and Librarianship Studies in Wrocław for the first time a new faculty was founded at the Librarianship Department, dedicated to the Library service for ill

and handicapped people, as well as to the biblio-therapy. In the programme of two years'long studies besides the librarianship the following lectures and seminars have been included: psychology (128h), pedagogy (60 h), general and applied medicine (128 h), biblio-therapy and specialized reading (128 h) and also therapy of art.

There are different forms of professional training courses. For the group of hospital librarians (about 40 persons) 12 days'long courses are organized each year in the National Center for Librarians Education in Jarocin. The program comprises 70 hours of lectures given by the experts from all over the country. It also includes a visit to one of the hospital libraries.Another kind of training are schooling and seminars organized by some provincial libraries, where instructors for ill and handicapped persons' have got a permanent job. Sometimes these are inter-provincial seminars in which employees from the regional hospital libraries take part.

The Section of Library Service to Hospital Patients and Handicapped Readers [5] of the Association of Polish Librarians plays quite an important role in the organization of all-country seminars. It was its initiative supported financially by the Ministry of Culture and Art, to organize in 1985 3-days'long seminar for the instructors mentioned above and some professors of secondary medical schools. The main purpose of the seminar was to widen the theoretical and practical knowledge and elaboration of possible forms of librarians' cooperation with the middle medical staff. They also tried to answer the question what should be done to enhance the interest of some groups of the middle medical personnel (instructors of group therapy, rehabilitationers, social nurses) in the literature and the reading therapy.

4. Activity of the Section of Library Services to Hospital Patients and Handicapped Readers and of the Methodological and Information Center for the Library Services for Hospital Patients and Handicapped Persons attached to the Provincial Public Library and the Copernicus Library of the City of Toruń

Like in many other countries there is a section which assembles the librarians working in the hospital libraries or those interested in the subject of the library services to the ill, the physically and mentally handicapped, and the elderly people, attached to the Associa-

tion of Polish Librarians. Some doctors and persons actively engaged in the specialized libraries and biblio-therapy work, co-operate with the section.

The Section of Library Services to Hospital Patients and Handicapped Readers keep contact with the IFLA. It is in touch in our country with the proper organs of the Ministry of Culture and Art and Ministry of Health Service and Social Welfare. It is also in work touch with the organizations of the handicapped and some medical centers. It undertakes the tasks which tend to develop and improve the state of the hospital libraries, it carries out specialized investigations, organizes all-country seminars and councils. Its members organize didactical classes and publish articles.

In 1984 the Section initiated the foundation of the first in Poland Methodological and Information Center for the Library Services for Hospital Patients and Handicapped Persons. So far the Center employs 3 persons (two of them graduated from the librarianship faculty, one of them is a pedagogist) who are payed by the library.

According to their organization structure this organ covers with its activity the area of one Province. It organizes the net of libraries and library services to the disabled and elderly people, it gives the professional help to the specialized libraries, it cooperates with health-service institutions it prepares the schooling courses for librarians and for the medical staff interested in this subject. It undertakes some educational and rehabilitational activities in the hospitals and social help houses, it runs a lot of information and popularizing actions, it collects the subject literature and visual materials.

As the only specialized center in Poland it is an advisory organ of the Central Authorities which inspects the work of libraries, elaborates the teaching programs and the programs of specialistic courses, bibliographic sets of the recommended literature and the analityc materials. The employees of the Center give professional advise and offer their help to the librarians of whole country. At the moment a "Noted Set of the Books Recommended for the Ill. Selection from 1980 - 1985" is being prepared. It is going to be, published afterwards and it will be the basic help for the librarians from the hospital libraries, and even from the fixed library service points.

Conclusions

1. The hospital library should be treated as a basic link in the organization structure in the hospital.

2. IFLA will suggest the World Health Organization and the international organizations which cooperate with it that they should include the development of hospital libraries and the library service to the patients and staff in their programmes, especially in the developing countries.

3. The Section for Libraries Serving Disadvantaged Persons of the IFLA will consider the idea of elaboration and edition of the world literature set (a catalog) recommended to sick persons.

4. The Section will develop the international co-operation effectively exchanging experiences, methodical materials, editions and organizing international seminars.

5. A working group attached to the Section should be created. It would take up the conception of elaboration of the educational and professional training programmes giving instructions in that matter to the member countries of the IFLA and the members of the Section.

D I A G R A M

Cities	Number of beds	Employees	Books collection	Lendings	Readers
Toruń	650	1 full-time + 2 3	9.001	32.907	1.308
Golub	260	3/4 time	2.359	4.150	402
Grudziądz	450	1 full-time	4.501	8.042	839
N. Miasto	120	2/3 time	2.214	2.705	756
Together	1.480		18.075	47.804	3.305

0432

NOTES

1) Makowiecki Aleksander: Biblioteki w szpitalach. Tygodnik Illustrowany 1869 T.IV Nr 93 s.183

2) Kozakiewicz Wanda: Czytelnictwo chorych. - Warszawa : Stowarzyszenie Bibliotekarzy Polskich, 1968. - s.27

3) Dziennik Ustaw Nr 12, poz. 63

4)-In 1974 an "Order of the Minister of Health Service and Social Welfare and of the Minister of Culture and Art from 4th January 1974 about the Library Services in the Medical Closed Cure Centers and in the Social Help Houses" was issued. (Dziennik Urzędowy Ministerstwa Zdrowia i Opieki Społecznej Nr 3, poz.14).

- Two years later "Instructions of the Minister of Health Service and Social Welfare and the Minister of Culture and Art from 18th May 1976 about the improvement of the activity of the libraries in the Health Care Institutions" were elaborated. (Dziennik Urzędowy Ministerstwa Zdrowia i Opieki Społecznej Nr 13, poz.36).

5) Till 1981 its name was "Section of Hospital Libraries".

0433

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Section: Libraries Serving Disadvantaged Persons

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ON BIBLIOTHERAPY

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0434

On Bibliotherapy

by

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The speaker will report the following details:

1. Patient and Reading
2. History and Effect of Bibliotherapy
3. Bibliotherapy Which the Speaker has Carried Out and its Result
4. Purpose and Effect of Bibliotheray
5. Necessity of Library for Patients

Firstly, the speaker will report patient and reading.

At the present state in Japan, it is not too much to say that no doctor, except for some bibliotherapists, recommends reading to the patients, especially to the inpatients for the purpose of therapy.

At the bedside of the patient, newspapers, magazines, weeklies, etc. are commonly seen, and some books as are called literary, educational and cultural books are rarely laid there. But the selection of reading materials is left to the patients' self-will. The sorts of the reading materials are various, and so a sort of book there shows, to a certain degree, the cultivation and itellectual level of the patient.

In former days when tuberculosis prevailed here and there and the therapy like present one was not found, this disease was known as the devil claiming especially young lives, and many men and women passed away after their long medical treatment periods.

Among them, living in the face of their death, as far as their time and bodily strength were allowed, not a few patients were reading books seeking for any help. And some carried out the plan of reading systematically for the special purpose. Among those who luckily overcame the disease and were able to rehabilitate, not a few people were blessed with many incalculable things in living their lives thereafter, owing to something fostered by reading during their medical treatment.

These are anecdotes in the days when no television appeared yet in this world. Today watching television in the hospital is permitted as far as no special reason exists. Accordingly, although more or less restriction exists, many patients will be inclined to take possibly easier way of watching TV requiring no exertion than reading requiring active endeavor.

In the future, when one is urged to be hospitalized and prepare for his personal effects, those who put their selected books in their bag will be probably decreasing in number.

In former days, there used to be a saying, " Disease leads to the right knowledge." It means that the disease plays a role in leading a person to the right road. When one can appreciate the bliss of health after he loses it, and he is compelled to enter the circumstances where he must reflect on himself deliberately, he will come to rely on something and have a hard problem to solve. At the state like this, a literate patient must have sought for help in books. By means of reading requiring some exertion, he may have realized how to cope with the agony of disease and felt at ease.

As it can be understood through the above mentioned, reading makes something effective bring about in the patients' mind by way of organic, psychic interaction that the contents of a book works at the mind of patient. That is to say, reading can be considered to play a psychotherapeutic part.

It is necessary to know that reading, however, is not always effective and in some case, acts even harmfully for the patients. This is, of course, related with the contents of the book, the patients' personality, the state of surroundings, and so forth.

Secondly, the speaker will report the history and the effect of bibliotherapy.

The selection of the book is not left to the self-will of patients, but the therapist positively gives the books to the patients to make them read those books and expects therapeutic effect. This is just bibliotherapy.

The word of "Bibliotherapy" is said to have first appeared in the article "Modern Hospital" by G.O. Ireland, 1930.

As for in Japan, it seems the first for Dr. Kumahiko Takebayashi to have used as a translated word for the medical term, "Bibliotherapie."

From the view-point of the history of bibliotherapy, there used to be some pioneers like a French psychiatrist, Pierre Janet who was interested in therapeutic reading. In 1937, William Menninger published his thesis "Bibliotherapy" in which he expressed his concept put together systematically based upon the bibliotherapy which had been carried out at his Menninger Clinic for 5 years. This is regarded as the first study of bibliotherapy.

The main purpose of this study was to let the ordinary person read the general literature about psychiatry and psychology, and to prescribe the reading materials as a means of therapy for inpatients of psychosis.

In Japan, bibliotherapy has long been carried out deliberately by mainly men of psychology, pedagogy and librarians concerned. These are stated in detail in "Bibliotherapy" written in collaboration with Mr. Ichiro Sakamoto and Mr. Takeshi Murobushi of Japan Reading Society. Emeritus Professor Yuhjiro Ikemi of Kyushu University also stated about "bibliotherapy" in his book,"Theory and Practice of Psychosomatic Medicine (Details II)".

In the present state of Japan, it can be said that the experimental stage has just started. But some colleagues are promoting ehthusiastically, though small in number. From these earnest researchers, the speaker will introduce Mr. Yuh Kikuchi, president of The Japanese Society of Library Study in Hospital, who is much interested in "Library Service of the Patients" and regards this as his life theme. According to his research and study, Japan is found inferior to Europe in the study and the library facilities, especially in medical one. Hereafter, with the comletion of library facilities in Hospital, the activities of librarians will be desired more increasingly in this field.

The essence of bibliotherapy is considered like the following;

a) To give the reading materials deserving the proper and therapeutic value to the person embracing the problem and behavior.

b) And to make him read the above reading materials. The resultant effect of reading, leads to the therapy.

The method of bibliotherapy consists of the individual therapy (person to person) and the group therapy. The former contains the individual interview method, the reading record method and the compromise method. The latter contains the reading group, and the reading circle.

Thirdly, Bibliotherapy which the Speaker has Carried Out and its Result.

Since 1970 the speaker has carried out the bibliotherapy for the neurosis and the psychosomatic disease.

1. The cases of bibliotherapy that the speaker carried out were the following patients of psychosomatic disease and neurosis. They all received the therapy at the department of psychosomatic medicine; male patients 333, female patients 421, total 754 cases. They were chiefly given the bibliotherapy in combination with the Morita therapeutic approach.

2. The books used and the practical method

The effect of bibliotherapy is related with the raport between the doctor and the patient and moreover the understanding ability. The books the speaker used were as follows;

(1) "How to Keep in Good Health of Mind" by William B. Terhune, translated by Yuhjiro Ikemi and others.

(2) "The True Character of Neurosis and How to Benefit from It." by Yoshiyuki Koga.

(3) "To Live As They Are" by Keiji Mizutani.

(4) "Wisdom to Live" by Takeshisa Kora.

(5) "Character Training" by Yoshiyuki Koga.

At the time of the doctor's instruction, there are two ways of it, one of which is only to direct the patient to read the book because it is effective, and the other is to explain the aim of reading the book. But, as the case may be, the speaker took either of them. And there was the case where two books were directed at once as follows. "You had better start to read this one." or "You can begin to read either of them as you like."

Moreover there was the case where after observing the reaction to the time when the book was finished, recommendation was made to read the next one.

3. The Result

Among the books used at this time, the largest number of recommended books was " Mental Hygiene " 570 in number, next " Wisdom to Live " 431, and " The True Character of Neurosis and How to Benefit from It " 187.

Then the 754 cases of the reaction observed after reading can be classified as follows;

(1) The patients who are considered to have shown a positively affirmative reaction and to have been influenced upon improvement of symptoms and emotional stability, were 13.8%.

(2) Those who showed anyway the affirmative reaction were 39.1%.

(3) Those who showed the negative and rejective reaction involving misunderstanding were 1.2%.

(4) Those who felt nothing and only read a book in a desultory way as recommended were 3.1%.

(5) The patients of obscure reaction that the reaction after reading was obscure because of another interview interrupted thereafter were 40,5%.

(6) Invalidity was 2.5%. In this case, the patients belonged to the category of mental disorder.

Here the speaker will report the typical examples of both affirmative reactions and negative ones.

The example of affirmative reaction;

(1) Male, age 31, office worker, (1), (2) which means the number of the book mentioned above. " I have come to know the relationship between mind and body. I have learned something important."

(2) Female, age 36, nurse, (1).

" I was taught many things. I have been able to observe my everyday life and and have strengthened the power of my mind."

(3) Female, age 22, office lady in a bank, (1).

" I have increased in knowledge and feel more at ease. From now on I will try to be more broadminded than ever."

Examples of negative reactions;

(1) Female, age 49, housewife,(1).

" I found nothing new in this book. It says just common things and is of no use."

(2) Female, age 38, housewife, (1), (2).

" If the book cures me, it is unnecessary to come and see the doctor."

(3) Male, age 33, carpenter,(1),(4).

" I am not used to reading carefully. I found it difficult to comprehend."

Now, after scrutinizing these reactions, the speaker tried to consider the meaning of the books used in the bibliotherapy. As a result, the evaluation of the books used then is anyhow as follows;

(1) " Mental Hygiene " helps to know the foundation of mechanism of disease and understand correctly the disease. In a word, this is a book to give the knowledge.

(2) " The True Character Neurosis and How to Benefit from It " is a book to give the knowledge and to appeal to emotion. It is for male and inermediate level.

(3) " To Live As It Is (as you are)" tells them the practice to build character. Mainly it appeals to emotion and is for advanced level.

(4) " Wisdom to Live" is written like an essay and tells them so definitely as to understand easily. It helps to correct the ignorance of looking at common thing in a different way.

(5) " Character Training " is for the elder and written humorously. And it shows the process leading to the insight through encountering the others. Mainly it is appealing to emotion.

Here, the above mentioned books were divided into the following two categories, according to the tendency in which they appeal to the knowldge or the emotion.

i) When they had better start intellectual understanding, the former books were given,

ii)to those who are thought necessary to control their own emotion, not to mention the point of knowdge, the latter was recommended.

4. Purpose and Effect of Bibliotherapy

As stated above, the speaker started from the effect of simple reading toward bibliotherapy. Through these experiences, the object of reading was scrutinized.

So it can be said that most complaints of the patients of neurosis and psychosomatic disease are false symptoms or psychological disorder coming from wrong judgemenr by ignorance.

Therefore, it is necessary first to give to them the correct knowledge and to make them understand how to differentiate the normal state from abnormal one. Especially it is important to make them realize the truth of human mentality.

By doing this, the patient can be guided to the insight, accompanied by control over the emotion. Bibliotherapy is considered to have the object of promoting such a process. Moreover, bibliotherapy can be said, in a word, " re-education " that the good therapist corrects the wrong judgement coming from ignorance.

The effect of bibliotherapy, speaking from the speaker's experience, is as follows;

(1) Bibliotherapy is able to give the preparatory knowledge for the therapy, help shorten the time of therapy and raise the understanding ability for the persuation of the thrapist.

(2) It helps the patient with getting the insight for the relationship between mind and body.

(3) A book plays a part in connecting the therapist with the patient even if they are far away each other.

(4) It can open the way of fostering his character.

(5) It will play a role in creative therapy.

5. Necessity of Library for Patients

According to Mr. Yuh Kikuchi who has been much interested in library service for the patients and has regarded it as his life theme,the doctors in Europe and U.S.A. have long taken notice of " therapeutic value of reading."

And because of the main reason that the public library has developed, the hospital library is considerably active and every hospital has both medical library and library for patients. Both of them are so wonderful that each library has its own librarian. Compared with them, very few libraries for patients are seen in Japan, except for just a few of them.

0441

As stated above, the therapeutic value in bibliotherapy is recognized. The application of bibliotherapy is not limited to disease and pathological state in which upon the mental factor as in neurosis and psychosomatic disease is put great emphasis.

It is very significant that reading materials containing the contents which have a good effect on the process of the disease and enlighten patients' mind, are given, as far as the patients are allowed to read.

Therefore, setting up the library for patients is earnestly requested.

Conclusively speaking, therapeutic value in bibliotherapy is recognized. Therefore, it is significant that the proper books are given to the patients at the right time. To attain this aim, setting up the library for patients in the hospital is urgently demanded.

0442

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The Information Needs of Inmates and the Prison Library

by

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0498

A prison is never a happy place. It is a house of sorrow, of isolation and separation from family and friends. It is an environment where one's freedom of action is restricted abnormally; a place where a thousand and one rights and privileges that you and I daily take for granted are suddenly and firmly denied. The use of such euphemisms as therapeutic center, correctional facility or honor farm doesn't wash away the reality of a locked cell door.

We who daily work as staff in prisons even for our entire professional careers are never more than tourists who see the overt and obvious. We soon learn to see what we only want to see. The reality of fear, violence, hopelessness and despair can only be known by those who daily experience the grey existence.

The prison whether it be a walled-in Bastille or in a campus-like surrounding is a monument built with the stones of the law to frailty, failure and the darkest side of man.[1]

If the prison is a symbol of failure the library is surely a source of optimism; a paean to the inviolate belief that man on his own seeks improvement and through the intellect reaches for the stars.

In the course of the gentle parodies that we librarians endure, we often forget that the library is one of the few institutions that receives virtually everyone with openess and dignity. It is no accident that the early library architects built their structures to resemble Romanesque churches or Greek Temples as if to convey the sense of spirituality in these galleries of human endeavor.

1(14)

That there seems to be a paradox in the phrase "prison library" is a thought that I shall refer to philosophers for it is not my purpose in this paper to justify the need for libraries in prisons. This is a battle that has already been fought and won, irrevocably won and if there be a corrections professional who denies the value and necessity of library services in prisons, he cast doubts upon his own intelligence and sanity.[2]

It is rather my purpose in this paper to attempt a deeper understanding of the library's and more specifically the librarian's role in the prison.

To understand prison or correctional librarianship, it is necessary to understand the origin of the libraries themselves. These libraries are the creation not of librarianship but are in a sense a stepchild of prisons. The library arose in the jails and workhouses from the efforts of well intentioned reformers and more commonly the house chaplain.[3] Indeed the library profession's attitude toward prisons has in the words of Gerald Bramley "...not been particularly distinguished".[4] Antipathy of prison wardens toward any "outsiders" (especially those of an intellectual bent) and disdain for common criminals by library academicians were generally responsible for this attitude. The roots therefore of the earliest prison library services were found among non-librarians and even then at the best grudgingly and clumsily provided. The librarians' passivity was not felt at all by the clergy who in their quest to elevate the spirit of their charges encouraged the authorities to establish allowable literature (usually Bibles and religious tracts) to circulate among the inmates. The general low literacy level among prisoners and the

lack of funds for reading material further impeded any true library service in these jails and workhouses.[5] Thus a pattern for prison libraries emerged; inadequate funding, non-professional management and a vagueness of purpose. Strangely the earliest prison libraries had little or no contact with the first prison schools but seemed to continue to develop independently of formal education programs.

Correctional libraries therefore have not the scholarly or intellectual traditions that characterise other branches of librarianship. Until quite recently these libraries were staffed not by librarians but with older guards, substitute teachers or bookish inmates none of who had any commitment to, much less knowledge of, library science. It is only recently that penologists and judicial systems recognized the need for more developed information systems in prisons. With the introduction of professional librarians into prisons, the actual purpose of correctional libraries is brought into focus. For too many, a prison library is but a "regular" library that "just happens" to be behind bars. There are those prison librarians that do their utmost to disguise the prison reality and play a self-delusory game "Let's play we're not in jail." A colleague of mine described this fantasy (quite common among prison staff) as rooted in a fear of inmates. While it may be pleasant for the players it renders the librarian as ineffective in any total institution program. <u>For the librarian to be effective, he must not only establish library policies, he must also realize and define the goals of the library as part of the total institution's goals for the rehabilitation of the criminal</u>.

The patron of the prison library is an inmate; a convicted criminal who may be a thief, murderer, rapist, arsonist and so on. The patron does not "just happen" to be in prison. This does not in any way or form imply that inmates should be treated cruelly or perhaps even worse, completely ignored. Indeed the best advice for a new prison librarian is to conduct oneself with politeness, firmness and consistancy. It does however imply that a clear understanding of the criminal's mind and habits is necessary to function within the correctional system.[6] Inmates do not enter the prison as the newly born. They usually have long experience with teachers, social workers and psychologists. Far too many are quite adept at exploiting and manipulating those who try to help; this includes their families, friends, home communities and of course the ever cooperative librarian. I remember one librarian who proudly told me that the essence of prison librarianship was to produce a "positive attitude" to the librarian! I must frankly advise you that if you so desperately need to be liked you should buy yourself a puppy; a much less dangerous solution to this need. If however you take your profession seriously and are determined to establish the finest prison library possible then you must base this library service both on the total rehabilitative goals of the institution and the information needs of the inmates. It is here that I must emphasize the need for the prison librarian whether he is an integral part of the prison staff or as is more common, an employee of a public library system that is contracted by the correctional agency for such service to be aware of the particular character of the prison and the residents. The librarian must also be committed

to the highest professional standards of librarianship and should be intellectually as well as emotionally sound to be able to function successfully in this environment. The tendency for some librarians to blindly follow advice from inmates and prison staff on "how to run a good library" and disregard their own professional training leads to mediocre libraries at the best.[7] It is therefore important to establish the library's collection development and reference policies from the beginning based a response to these information needs.

These information needs of inmates can be narrowed down to five distinct catagories and will be described further in this paper in the order of their priority to the inmates themselves. The premise of these information needs is that responding to them assists in the rehabilitation process of the inmate. It is not the responsibility of the prison library to transform the inmate into a saintly human being but to assist in the total process of a positive change.

Information needs of a prison library's patrons must be determined by surveys of the users themselves, by the experience of the library staff and by the norms that the community (i.e. the institution) expects of the inmates. The librarian should draw upon all of these determinants when establishing quality library service.

The information needs of inmates always take precedence in the collection development of <u>any</u> prison library. The librarian must discern between these legitamate information needs and the leisure reading interests requested.[8] If one were to survey inmates

for library materials he would receive suggestions that would range from the obvious i.e. dictionaries, law books and best selling novels to the bizarre and unacceptable such as sado-masochistic pornography, manuals on poisons and locksmithing. Obviously any material even though it is of "high-interest value" but constitutes in legal terms a "clear and present danger" to the institution and its personnel must be excluded. An interest survey can also be misleading or dubious in validity. I recently read a library report where an intense need for material on classical ballet was cited-in a male maximum security prison! Upon questioning inmates who requested the material it was found that the covers of books featuring ballerinas were quite the fashion for cell wall decoration. Too many librarians who are well intentioned but naive, upon entering a prison soon become "bell-boys" responding to inmates' whims rather than actively and professionally determining the library's policies. A prison librarian who strives at any cost to be popular among inmates is doomed to ineffectiveness at the best and disaster at the worst.

The following are the five basic information needs of inmates:

Number One: <u>Information Needed to Function Within the Prison Safely and Without Trouble</u>

If I could technically (and legally) create the ideal information system for inmates, I would provide a computer terminal in each prison library with a data base specifically designed for inmate use. On this data base any inmate could receive a list of the other inmates who could cause him physical harm i.e. the rapists, the psychotics, the cell thieves etc. He could also learn

where the most productive prison programming was, the staff members who will assist him and the ones to avoid, the best ways to keep clothes clean and a thousand other valuable bits of information that will help one "survive" in an institution. To most inmates, the prison with its myriad of rules, regulations and restrictions (many of which are arbitrary and have no apparent reason), becomes a maze replete with pitfalls that must be travelled daily. The prison library should provide, with the strictest attention to detail, a complete and available listing of the institution's rules, penalties for infractions and methods for redressing grievances. I have seen prison librarians who avidly pursue material on obscure and esoteric topics yet stare blankly when asked for a copy of their own library's circulation policy. The names of the prison's key personnel, their function and how to contact them as well as the inmates immediate local contact such as a counselor or job supervisor-all should be openly available and in the best tradition of librarians, well organized and up-to-date. The librarian must act in concert with the entire staff to ensure that this form of information is readily available. It is through the library that the inmate can learn and relearn what is the accepted mode of behavior and as a further thought we see the library become "authoritiative" for institution norms.

Number Two: Information Needed to Maintain Contact With the Outside Community and Family.

For those of us who have never experienced enforced segregation from the outside world it is almost impossible to convey the sense of frustration that one feels. To be denied contact with one's

own family and home for vast expanses of time naturally produces a mad thirst for the familiar. For many men and in many systems even visitation is denied, usually more by the logistics of the incarceration than the regimen of the prison. One must remember that for the inmate the prison will never be "home"; at the best he will know the bars and bricks by heart but his very being will fight the feeling to be "too comfortable".

The implications for the prison librarian translate into a collection development plan that serves as an "information tunnel" to the outside world. Phone directories, city guides, postal listings and community newspapers form a vital link in the above process. To further intensify contact there should be material on letter writing, communication skills especially with spouses and children, reference material on the inmates' local community from which he can draw support and reinforce his identity. The most intense need for the inmate to communicate with the legal authorities and assistance in his home area requires that the library develop this collection without prejudice. For inmate parent the information he acquires for the assistance to his own family's welfare can only reinforce the positive traits of caring and dignity. It is precisely with emphasis of the family, home and community that the librarian becomes a therapeutic agent in the rehabilitation process of the inmate. If it is true that the criminal behaves in antisocial conduct out of a sense of extreme egoism (i.e. the world is an object for me to exploit) as psychologist • Samenow describes, then this insistance on linkage to community and family by the prison can only have therapeutic

value.[9] The librarian should develop this community linkage to the fullest and should enlist the aid of the communities themselves in the process.

Number Three: Information Needed to Review and Pursue Legal Remedies to Incarceration.

There are generally three ways to leave prison before the expiration of one's sentance. The first method is to die while in prison. For most inmates this is not the most attractive option (although suicide is not that rare). The second method is escape; a risky business at best and a poor success rate. The third and by far the most sought after method is to receive a new trial or be the recipient of a clemency act. Therefore the pursuit of this naturally becomes a priority for the inmate. You and I would do the same thing if we were in his shoes; indeed the use of legal procedure rather than through violent means by an inmate is in itself of value to society. The pursuit of legal remedies by prisoners is also a reflection of the strength of a nation's judicial system. It was not always so and up until recently inmates in many systems were forbidden possession of law books inviting severe punishment if these were discovered.

Legal information needed by inmates consists basically of three types of material. The first type is material on how to begin and pursue legal remedies i.e. introduction to legal research, flow charts on the judicial process, law dictionaries etc. The second type of material are the court decisions, laws, treatises on evidence that confirms the legal argument. The third type of law material needed instructs on how to present the

argument i.e. brief writing, formularies of legal petitions etc. Most of the incarcerated no longer have the funds to engage private attorneys and therefore all of their research must be done by themselves. It is crucial for the effective prison librarian to maintain an emotional balance in providing legal information to the incarcerated. He must realize that it is neither his responsibility to help the inmate obtain release nor feel guilty if the inmate fails in these legal maneuvers. Likewise the librarian must not be judge and jury deciding that this inmate patron is not "worthy" of assistance. In some legal systems the inmate can sue the prison authorities and even heaven forbid, the prison librarian. In this event the true dedication of the librarian is tested; will we assist in a suit against ourselves?[10]

Number Four: Information Needed For a Successful Re-entry into Society

Virtually all inmates are eventually returned to society. Unfortunately the process is usually not yet complete. Recidivism, the term used for the recurrence of criminality and return to prison, is extremely high. In the United States for example, the rate may by as high as seventy percent. If then the avowed purpose of a prison is more than incarceration but also includes reformation of character, then clearly the correctional system is less than perfect. We do however have strong evidence to assume that recidivism decreases with certain variables. For example those who are employed are less likely to commit crimes than those who are not employed. Those who participate in drug, alcohol and sexual counseling programs commit less crimes than those who receive no

therapy. Those ex-convicts who are deeply involved with schooling commit less crimes than those who are idle all day. The statistical evidence implies that successful adjustment to the community depends on careful planning. This does not mean in any way that all convicts will flock toward the rehabilitation agencies if just given the opportunity. Unfortunately many criminals prefer the life of thrills and a prison's revolving door but most do not.

The prison librarian thus shares responsibility with the teacher, psychologist, policeman and counselor to participate in the process of rehabilitation. Once again I would like my computer to be available in every prison library and here an inmate could formulate a success oriented release program. This release plan would be specifically designed with this individual in mind. The "formula for success" would include housing, employment, therapy, medical care, vocational training-all this information could be given both to the inmate and his counselor. Unfortunately for the inmate the goal is "to get out" not "stay out" but perhaps with this information a new road is about to be traveled. The design of such a data base is not so inconceivable and there are prison libraries experimenting with such information systems.[11] The crucial area of employment after the incarceration remains an information priority and no effort should be spared to attain linkage with employment and vocational training agencies.[12]

It is imperative that the librarian not be deceived or misled by the inmate into thinking that every individual knows what is best for himself. The criminal has a proven record of being sociopathic and denial of this is very typical of inmate behavior. The release

plan designed for the inmate is a prescription for success and is not meant to be pleasant and non-judgemental. The truly professional librarian who deals with prisoners must always remember the needs of his clientle.

Number Five: Information Needed for Successful Programming Within the Institution

As you remember these information needs are listed in order of their priority to the inmate. So it should not be surprising that the support for institution programming is less crucial than release from prison. For the inmate release is the goal; the only goal. Society's interest in his rehabilitation is quite secondary to the inmate yet prescriptive programming while incarcerated is expected. This entails attendance in the prison school, participation in therapy and involvement in the vocational program. The inmate, usually eager to avoid more problems, is willing to "jump through the hoops" and cooperates. The library should therefore become the chief information resource in virtually every phase of his incarceration. When the inmate is employed in the prison industries, he consults the library for technical information and potential career possibilities; when he attends school, the library provides educational support; when the prisoner enters therapy, the librarian in close cooperation with other staff provides materials and perhaps bibliotherapy; when he seeks spiritual solace on a personal rather than communal level, he can borrow both text and sermon from the library. If he should try to improve his appearance, the library offers this material without derision and if there be a time when he needs authoritive information on medical

problems he can first seek the library's medical dictionary in confidence.

Contrary to popular belief it is the prison librarian and not the teacher or principal who is the leading educator in any prison facility.[13] Indeed, the very process of consulting the library to obtain information is a small victory in itself. For the impulsive and erratic, a systematic approach to research, quietly and politely done is no easy task. I once heard an inmate new to the prison describe the library as an oasis. In a prison which often operates on a perpetual crisis to crisis speed, a library with its atmosphere of quiet, order, rationality and wealth of knowledge does indeed remind one of an oasis. The ability to create and maintain such a professional facility in the prison community is I assure you, no easy task and certainly not for the fainthearted and indecisive. If a librarian is to have any credibility in the prison, it is precisely his or her ability to create such an information system. Through a well run and responsive library, the librarian can become invaluable part of the institution. In a prison in my home state of Pennsylvania a librarian is now superintendant of a penitentiary but generally those of us who are prison librarians choose a wiser path and remain in our chosen careers.

These information needs are not to be considered as mere theoretical curiousities to be stored away in a cerebral archive but should be used as a basis for developing budget, collection and reference services. The prison library perhaps more than any other branch of librarianship fails or succeeds on the determination of

the librarian to accomplish set goals. If the prison perceives the library as an asset to the whole institution, then invariably it will receive the support required for future growth. But if the librarian fails to transform the library into a vital and creative force of the total therapy program, then the prognosis is stagnation and failure. The successful librarian who realizes these needs into an effeciently managed and richly stocked facility will merit a gratitude and respect that is unequalled in any other area of our profession. In a prison the librarian can represent the dignity of learning and culture if he is successful.

The main task that lies before us is to prepare more extensive training opportunities for those students interested in the field of correctional librarianship. The fact that I am speaking today before an IFLA working group demonstrates the growing recognition of our profession. But there still needs to be developed specific courses by our library science educators in conjuction with jurists, psychologists and penologists. We especially are in need of a quality professional journal.

In closing I encourage the library profession to greater participation in corrections. In ten years of prison librarianship I have been frustrated, shocked, frightened and angry but never never bored!

NOTES

[1] There is a voluminous literature on prison and prison life. I believe Jack Henry Abbott's In the Belly of the Beast; Letters from Prison (New York, Random House, 1981) is perhaps the most poignant account of the prison experience as seen from the inmate's side of the bars. Hans Toch's Living in Prison; the Ecology of Survival (New York: Free Press, 1977) presents a more balanced view of prison life for the novice reader and documents the actual daily concerns of the inmate. For sheer visual impact Concrete Mama; Prison Profiles from Walla Walla by John McCoy and Ethan Hoffman (Columbia: University of Missouri Press, 1981) stands alone as a testimony to the reality of prison life.

[2] The right of inmates to library services could be a complete study in itself. For documentation I recommend the reader refer to the "Standard Minimum Rules for the Treatment of Prisoners" in Fifth United Nations Congress on the Prevention of Crime and the Treatment of Offenders (New York: United Nations, 1975). More recently the American Correctional Association's accreditation process requires strict and defined library standards. See Library Standards for Adult Correctional Institutions (Chicago: The Association of Specialized and Cooperative Library Agencies, 1981).

[3] There are a surprisingly large number of histories of prison library services being written. For the United States see "A Brief History of Libraries in American Correctional Institutions" in Proceedings of the One Hundredth Annual Congress of Correction of the American Correctional Association (College Park: ACA, 1970). For France see "Les Bibliotheques et la Lecture en Milieu Penitentiare" by Yves Neuquelman in Mediatheques Publiques (48) Oct.-Dec. 78, pp. 5-26. For Norway see "Boker i Fensel", by Olvind Frisvold in Bog og Bibliothek 44 (3) (1977), pp. 169-172. Cooperation between penology and libraries in Poland dates back to the 1930's; see Elzbieta B. Kitlinska "Biblioteki Wiezienne", Przeglad Biblioteczny 50 (1982), pp. 235-245. For Germany in pre-war years see H. Lowe, "Die Aufgaben einer Gefangnisbucherei", Bucherei 5, (May, 1938) pp. 276-283.

[4] Gerald Bramley, Outreach, Library Services for the Institutionalized, the Elderly and the Physically Handicapped (London: Clide Bingley, 1978) p. 58.

[5] A favorite plan of prison authorities to keep out library services was to label books as potential weapons.

[6] There seem to be as many studies on criminal psychology as there are criminals but I am unabashedly recommending Stanton Samenow's Inside the Criminal Mind (New York: The Free Press, 1979). It is in my opinion the clearest and most insightful description of the thinking patterns of criminals presently available, Dr. Samenow's original research was conducted in prison and therefore it is especially useful for those who want to understand inmates and their information needs.

[7] Far too often a "good" library is defined as one that distributes free recreational reading.

[8] There are a number of articles on inmate information needs that have recently been published. Two representative studies are Lesta Burt's "Information Needs of Inmates", Library Trends 26 (1977), pp. 27-38; and Saul Aronson, "User Needs at the Eastern Correctional Facility", CLiC Quarterly 1 (1982), pp. 27-29. In both, the user needs and reader's interests are intermingled. Brenda Vogel's "Inmate Information Needs Survey" (Baltimore: Maryland Department of Public Safety and Correctional Services, 1976) presents much more precise data on information needs.

[9] Samenow; chapter seven "People as Pawns" pp. 95-117.

[10] A strong knowledge of legal literature is one of the areas that distinguish prison librarianship from other branches of the field. There is to my knowledge only one book on the subject, see O. James Warner Manual For Prison Law Libraries (South Hackensack, N.J.; Fred Rothman & Co., 1976).

[11] See "You've gotta have a Plan" by Ruth Aronson and Maureen Read in CLiC Quarterly 1(2) (June, 1982), pp. 23-26.

[12] Stephen Mallinger "A Career Information Center within the Walls", in Sara Fine, ed., Developing Career Information Centers (New York, Neal-Schuman Publishers, 1980), pp. 127-131.

[13] According to virtually all the surveys and studies conducted, prison libraries report usage by about 70% of all inmates. See A. Pearson "Libraries in Prison Department Establishments", State Librarian 29 (1981), pp. 16-18.

IFLA GENERAL CONFERENCE, TOKYO

1986

Division: Libraries Serving the General Public

Section: Libraries Serving Disadvantaged Persons

120-D/SADV-6-E

How to publish easy reader books. A model.

For the ER-Group at The Swedish Board of Education

Beata Lundström and Elsie Bellander

IR 051846

KEYWORD(S):

Easy readers
Handicap
Deaf
Mentally retarded

For internal use only:

To be brought to meeting no:

163

Remarks:

to be presented orally ☒

for distribution only ☐

IFLA Conference paper, Tokyo General Conferens, 1986.

How to publish easy reader books. A model.
For the ER-Group at The Swedish Board of Education
Beata Lundström and Elsie Bellander

NOTHING IS EASY WITH EASY-TO-READ BOOKS.
EVERY DETAIL IN THE CHAIN OF WORK IS IMPORTANT.

1. Illustrations become classical?
Most of the easy-to-read books (ER-books) are written directly for people with reading difficulties. Only a few are books retold in easier language. To rewrite is an especially difficult job as well as a debated thing to do. But the readers often want "the books that every-one-else reads". And are they not entitled to them?
All of you have read Victor Hugos "The Hunchback of Notre Dame" ("Notre Dame de Paris."). It has recently been published as an ER-book. The text is freely retold in easy Swedish by a writer (Bo Andersson) whos interest in the leading character has to do with the fact that he himself has become deaf. The text is illustrated by a famous contemporary artist, Peter Tillberg. When the book was released it was mentioned in one of Swedens largest evening papers (Aftonbladet) by an experienced art critic. The reviewer (Bengt Olvång) thought it fair enough to make an easy reader of the novel. And he closed his article by saying that he believes Peter Tillbergs illustrations will be as classical and incorporated with our idea of the myth about Notre Dame de Paris as Shepards drawings in Winnie-the-Pooh have become a part of our idea of Milnes masterpiece. So take the opportunity and look at the book while you are here! (Ringaren i Paris).

2. I would like to describe some of the work connected with easy-to-read books (ER-books) in Sweden.

3. Nothing is easy with easy-to-read books. Every detail in the chain of work is important.

4. Background.
Easy-to-read books for people with reading difficulties have been published in Sweden for the last 15 years. Developing such a book is a long, experimental process. During the first years five or six books were printed each year. Now there are fifteen or twenty a year. In many other fields the state has reduced their financial support during the last years while the support for ER-books has increased each year. The total sum of published books is at present 184 (June 1986).
The books are for adults. They are written by a variety of authors, illustrated by many artists and published by different publishing houses, all in close co-operation with a working group within the National Swedish Board of Education.
The language in the book should be easy. A very important aspect is the interplay between text and illustration, and the fact that the books are designed on the readers own terms. High quality artistic illustrations have been allowed a great deal of space, something quite unique for the Swedish publishing situation today. One of the reasons for this is the belief that even poor readers can be reached with complicated messages presented in pictures, if the pictures have artistic authenticity.

1518

READERS. 5a. It is not easy to know who the readers are. We do not know today who all the readers of ER-books are. We do know, however, that the interest and demand for ER-books is growing.
There are groups of readers whom we have contact with or whom we hear from.
One group is the mentally retarded, a group housing great differences and with members functioning at various levels. Primarily, the mentally retarded have difficulties understanding and organising information from the world around them. Some learn to read and crave material that relates to their personal experiences, stories with a clear-cut form. Others understand the spoken language and can successfully enjoy talking books if the content is relevant to the listener and read in a slightly slower speed than is usual. Illustrations are of great importance. Pictures support the text and are often the symbols that enable the reader to understand and remember the book as a whole.
The mentally retarded are a large group whose need for ER--books is life-long. Thanks to research we know a great deal more today about their reading disabilities as well as their possibilities for development. It is a true challenge for artists and writers to, within these borders, create a book of good quality.

A second group of readers are people who have problems concentrating or who are tired. This can apply to people who are mentally ill or to elderly people. These are people who librarians often meet in hospitals and institutions. As for the elderly they often appreciate the fact that easy-to-read-books also are books with large print.

A third group of readers are aphasia patients who (after a cerebral haemorrage) have to find their way back to language and reading, step by step.

A fourth group is people for whom Swedish is a second language. They can be immigrants or deaf people whose first language is sign language. For these groups easy-to-read books can be something you read during a limited period of your life. It starts your reading in Swedish, and later when you have increased your knowledge of words you can start to read other books. If you for instance are an immigrant you benefit from the fact that an easy-to-read book does not take for granted that you know this and that, the author is supposed to give you the background material as well when he tells his story.
Among those who are born deaf some have left school with poor knowledge of Swedish. This is due to the fact that deaf children were not surrounded by sign language earlier and thus did not get enough language stimulation. This is changing now. Sign language is officially recognized as a language in itself in Sweden and this means that it is the first language for a deaf person and Swedish is the second language. And now when deaf children meet a language they can see and use themselves because their parents and school teachers use sign language they can also learn Swedish much better as it is explained to them in sign language. So their language skills improve and they will probably not need easy-to-read books as grown-ups.

A fifth group of readers are people who has left school or are

about to do so and for various reasons have not really learnt to read. They too can use the easy-to-read book as a bridge on their way to other books. But of course society has to find out why some pupils cant read when they leave school, and take measures to change that situation. They shall not get easy--to-read books instead of good capacity to read.
Connected with this is the fact that you find poor readers amoung socially underpriviliged groups and there too comes the discussion as to where their first needs are. What the ER-book can do for them is to take sides with them, (this is often reflected in the text or the choice of books) thereby offering them something they can read and that wicens their possibilities to understand and take part in society.

At this point I would like to read a poem, written by Benkt-Erik Hedin:

Even one who is not used to words
has much to say.
Even one who is used to words
can find it hard to speak.

We can reach one another with words
but also with eyes and hands.

I look at you
I touch you
Or say
I like you

And you can answer
with word or hand or eye.

(From "POEMS TOGETHER", Dikter tillsammans, Benkt-Erik Hedin 1972, Cavefors. Translation Elsie Bellancer.)

One should, perhaps, not declare that ER-books are for this or that group. They are, in fact, for all the readers who need them.
It is important that these books have a place of their own in the library, in a central position, well marked and easy to find.

SELECTIONS. 5B. It is not an easy task to get an allround selection of literature among the ER-books. Among the published books one can find newly written Swedish novels, short stories, poetry, edited texts and anthologies of existing texts that are easy to read. There are detective stories, diaries, biographies, picture books and documentaries about Sweden and other countries.
Not every ER-book suits every person. The books should answer to a wide range of interests and - of course - give people with reading difficulties the possibility of choosing among books. But it is difficult to cover all genres and interests with only 15-20 new books a year. That is what the financial support from the state covers. The money is divided amoung the working group, the authors, the artists and the publishing houses and is used to pay information material for the books. One can also say that the readers benefit too, because with the money the publishing houses receive the price for the book is kept low. Even the libraries benefit from this fact.

Librarians know that some kinds of books are more asked for than others. Readers ask for books that are thrilling/exciting, books about love and books that are funny. So does also people with reading difficulties. They want more such books in the ER-production.

Sometimes the working group contacts a writer or artist and asks her or him to write or illustrate a book. Sometimes ideas and manuscripts for ER-books comes spontaneously to the group from authors and artists interested in the ER-experiment.
The people who takes such contacts are perhaps especially responsible and caring persons, because sometimes the books tend to be rather serious. The working group has felt, as well as the readers and the librarians, that this must be balanced by more adventure, love and fun topics.
In 1983 the group advertised in the authors magazines for thrilling topics like adventure and detective stories. Interested persons received information from the group and criteria for ER. Later 140 manuscripts arrived. Among these nine (9) were chosen. Some of these nine already were and other after some more work became good easy-to-read books.
To write in a simple manner is not an easy task. To write a detective story as an ER-book has its special problems because a part of the art of writing ER-books is to write in a way that is clear to the reader, describe step by step and not jump over anything. This can break down the mystery in a thrilling story or make the story more slow and less exciting.
These stories are now published. Among them are some edited Sherlock Holmes-stories containing the original illustrations by Sidney Paget which conveys so much of the the milieu of that time.

1521

This year (1986) the working group has advertised for short stories about love. And some of them will be published.

To meet the wish for humorous books is most difficult. Because the fun is often a play with words or a joke with some authority. And the ER-reader is often a person who does not know so many words or so much about society. This limits the possibilities of writing a humorous book. Of course there are funny details in ER-books and a few books can as a whole be descri-

bed as funny. The fun in them is often concrete and found in comical situations.
The working group has also tried to stimulate artists and authors to create especially easy ER-books, aimed for mentally retarded. They were to have many pictures (drawings, paintings or photos) and just a few lines of text. In the end - as so often happens - some of these books did not turn out as easy as intended. But they have been read by other ER-readers.
The work with this series of books was done in co-operation with a publishing house specialised on art (öppna ögon). To the working groups demands on text and picture was added this publishing houses own high demands on the artistic quality. So the books in this series are often very beautiful. (Livet på en ö. Berättelsen om hjulet.)
A new series of books - about ten - will deal with working life. They will be documentary photo books about different professions or working places. More than 125 professional photografers wanted to work with this topic.

CREATORS. 5 C. It is not easy to write or illustrate an ER--book.
We have earlier mentioned who our readers are. Let us now discuss what their problems can be:
. They may have difficulties in comprehanding (keeping together) information that is complicated and open for many interpretations.
. They may have difficulties in understanding symbols, abstractions and metaphores and may not be used to playing with words and pictures.
. They may have little knowledge of the culturel and social traditions that is carried by the verbal language: such as norms, winged words, ways of thinking ...
The author of an ER-book must have this in mind when he writes. What can he do? Well, the book will for instance be easier to read if:
. the texts are written in simole sentence form, are not to long and contain ordinary words;
. the story is held together so that concepts of time and space not be confused;
. the characters in the story are few and easy to recognise;
...

Most of the ER-books have many illustrations because they clarify and support the text.
Pictures make parts of the story more real for instance the persons in the book, how they look and what they do.

Pictures can demonstrate how something functions and they can be used to show the reader the meaning of a word - a picture can be used insteac of an explanation or a synonym.

Pictures can give the reacer a chance to relax from the reading for a moment and they can point out what is especially imoortant in the text.

Pictures can activate the readers memories, creams, imagnination anc feelings while the text speaks more to the intellect, what you have learnt and done.

Pictures help the reader to remember what he has read, which is very important for a person who reads slowly. After a pause in his reading - for a cay or a week - he can follow the pictures in the book, recall what he read before and start where he shall continue his reading. For some of the readers this memory help is necessary not only because they read slowly but also because they have problems with their ability to remember or their ability to concentrate.

Pictures give the reacer an esthetical experiance. Some of the readers have no problems at all with "reading" pictures and can take more complex messages via the pictures than via the texts. It is even shown that some poor readers understand pictures better than people in general. Others have problems with their perception and the artist has to have that in mind. If you, for instance, cut a picture too hard the reader may not be able to understanc what it is, because it is a cetail. Or it may frighten him: "This face is it a beheaded person?"
So pictures must be easy to read as well as the text. That means:

That pictures should be simple, clear, concrete and stress what is most important.

The background should not include details of no significance.

The pictures may say more than the text or vice versa but they must not contradict one another, and they must strike the same note. Some of the readers of ER-books are very sensitive and feel when the tone in the texts and the pictures differ.

The contrast should be good and the outlines clear.

One must be carefull with perspectives so that the reader does not interprete the wrong size. Example: an oil-cistern must not look like a cake-tin.

Certain techniques make it is easier to meet these demands on the picture than others. Pencil drawings , water-colours and wash-tinted drawings are usually good. But woodcuts make it often difficult to conceive space and volume, and dry point with its broken lines can give a picture a feeling of anguish.

Writers and artists are asked to try to find a way to express themselves in their personal creative style and with the simplicity that the readers need. Those who dare to try, get a grant, a sum of money that corresponds to two month salary for a librarian. This is for their extra work. From the publisher they get their usual sum for the text or the picture.

At the National Swedish Board of Education the working group is engaged in developing ideas and criteria for ER-books. The working group consists of writers, educationalists, artists, librarians, editors and representatives for different groups of readers for whom the books are intended.

The working group is continually avialable for consultation during the working process. And those who wish can be introduced to individual groups with reading difficulties in order to learn a little about the needs or to test ideas. Especially one group of readers is often in contact with the working group. They assist us in testing questionable manuscripts.

Working with an ER-book is a very demanding task. One must create good literature with good illustrations in forms which are clear to the readers. The tension between the demand for simplicity and the demand for quality is very strong. Every writer and artist is, of course, finaly responsible for his own work.

The working group's responsibility is to check that the texts and the pictures are clear enough for the readers, to decide whether or not they qualify for publication as an ER-book. If the writer and the artist has managed to combine the requirements for easily-read literature with the demands for literary quality, then we have a new ER-book.

1524

Often, very often the group declares: This is not easy enough.

And point out difficult places. And the writer and the artist work it over again till the working group says OK.

But sometimes the finished manuscript remains too difficult for an ER-book. Then it can not be published as such a book. It also happens that the working group finds the finished work to be of poor quality, and refuses publication. This can happen with authors and artist who usually do work with good quality. Maybe they dont give themselves time enough to find the point where the two demands meet or there is no such point for their personal creative style.
Some wellknown writers and artists in Sweden have really managed to meet the callange. Most of the writers and artists who work with ER-books are already known as professionals with other publications behind them. A few have started their professional career with an ER-book.
Now and then someone working as a teacher for mentally retardeds or in some other profession where he or she has seen the needs of the readers wants to write a book.
The result is often more like a school book than of good literature. To create an easy-to-read book is not easy. It is nothing for amateurs.

PUBLIS-ER. S D. Even the publisher of ER-books have a challenge to meet. The publishers and designers must make books which are typographically suitable. The type-setting can make the understanding of the text content easier. For ex. words of the same phrase can to be placed on the same line, and a long word should never be divided onto two lines. Consequently some lines will be shorter and others longer, so even prose can look like poetry. The writer arranges his manuscript in this way and then the printer takes over.
This systeme requires more paper than if you fill every line as in other books. And so does also the fact that ER-books always are printed with large print.
The picture should be on the same side as the text it illustrates. And the paper shall be of good quality to do the pictures in the book justice.
The publishing house formulates the backside text and it has to fill the same demands as the text in the book: it should be clear, easy-to-read and typografically suitable. It must also fullfil the same purpose as other backside texts: to advertise the book. To make people want to read the book, but in a fair way, not with advertising tricks.
The publishing house is in touch with the working group during the work with an ER-book. Someone from the group reads the proofs to see that the intentions with the texts, the pictures and the backside text are followed and that the book is marked with the easy-to-read-symbol.
Because of the extra work with an ER-book, more paper etc, the publishing house gets a special grant for the book, and the sum is also large enough to keep the price on the book down.
The publishing house is obliged to keep the ER-book in stock for three years, which is longer than for other books.

ER-books are published by different publishing houses. The general rule is that the ER-book is published by the writers usual publisher. In that way ER-books come from many publising houses and some of them never get a routine of fulfilling the special demands for an ER-book. Some publishing houses - especially large ones - dont want to have this extra work and may - because of their magnitude - have more difficulties doing it. Other publishing houses publish many ER-books and you can sometimes see the reflection of ER-work on their other books. They seem to have learned something that is good even for other readers.

When the working group starts a series of books like the short stories about love, the adventure stories etc - than these books are usually published by the same publishing house, which may even have a special editor for them.

REVIEWERS. 5E. Literary critics do not find it easy to review easy-to-read books. Critics often lack the necessary knowledge of the groups the books are intended for and are, therefore, not aware that the books should be reviewed from the point of view of the readers, as to whether the books answer to their needs or not.
Some ER-books have qualities appreciated by "ordinary" book-readers. Other books, perhaps those that come closest to the needs of people with extremely limited access to the written and spoken word - confuse a literary critic. The critic has often not understood the special quality that an easy-to--read-text has or that clarity and understandability can include artistic expression. The revolution a "simple" text can imply to readers. An easy-to-read poem which includes the words "I want to be angry" apparently is such a text:-

You are stupid
and I want to hit you
and I want to scream at you
and I want to spit on you
and I want to kick you
and I want to claw and scratch and bite.

I want to be angry, angry, angry.

You never listen when I have something to say.
You never understand .
when I wish to explain.
You never believe that I can do anything.

I can never do what I want
I can never do what I can
and your will is always most
and you always know best.

But you are stupid
You're the one who is stupid and stupid
and stupid
and I want to be angry
and I want you
to let me
be angry.

(From POEMS TOGETHER, Benkt-Erik Hedin, 1972, Cavefors, translation Elsie Bellander.)

This poem has moved even very severely mentally retarded people in institutions. Probably because they are not supposed to be angry, not allowed to be angry. How can a reviewer without contacts with institutionalised people foresee such a reaction or understand how revolutionary this poem is?
People with reading difficulties do not read literary critique, but people around them might. As for the writers and the artists it is important that their ER-books are reviewed like other books they have created. And it could be important for the quality of the ER-production that the books are judged by literary critics.
What do they write then? Some critics dislike the whole idea and see ER-books as an easy way out for young people who fail

at school for various reasons. Some critics mention the idea as such, and list a few titles as examples. Very few critics take the ER-book for what it is and give it the serious thought and attention that it deserves.
The working group for ER-books has invited reviwers to conferences where information has been offered on reading disabilities, and on necessary guidelins for ER-books. Unfortunately no considerable interest has been shown.

On the other hand, there are some reviwers who know what ER-production is all about and who realise how necessary these books are. The book-review lists published by Library service (Bibliotekstjänsts sammanställningslistor) include all ER-books and are often reviewed by librarians who work in institutions or who are in contact with the intended readers in some way.

Publications spread by handicap organisations treat ER-books conscientiously and give fair reviews.

DISTRIBUTORS. SF. ER-books are not easy to distribute. Nowadays many people in Sweden buy books in department stores and kiosks/newsstands. They have a few titles, not all of them are what we call "kioskliterature", some actually have quality, but all of them are of the kind you can sell many of. These are the ways for mass distribution. ER-books do not fit in that system.

The book shops in Sweden are few. They have all kinds of books, but they keep a title only for about a year. They do not keep the ER-books in store year after year which should be the thing to do because it takes some time before ER-readers start asking for new books.
Another problem is that many readers of ER-books would not dream of entering a book store and say: "I dont read very well, do you have something for me?" It is also said that because the price of the ER-books is kept low, the book stores do not make much money on them and then lose interest in selling them. Summing up you could say that ER-books are selcom sold in book stores to individuals, but they may be bought there by care staff or adult study groups.

Some individuals with reading difficulties prefer to order a book by telephone or by posting a talon to a book store or to a publishing house and then geting it by mail.
This has not yet been done to any great extent, but the situation is changing because this year (with financial support) the publishing houses involved in ER-production have made a special commercial catalogue in nice colours and easy language and with a talon one can use to order a book. It is the first time the publishers are really trying to sell ER--books.

The working group makes a catalogue every second year and it is sent to libraries, folk high schools, adult study groups, handicap organizations, institutions etc. Those who gets it often phone back and want to have some more. About 10.000 catalogues are printed each time.

The libraries do have ER-books. The libraries are the best buyers of them. An ER-book is printed in 3.000 to 5.000 ex - this is much for a book in Sweden. The libraries usually buy about half the edition. There are statistics about how many of different titles of books the libraries in Sweden buy every year. One or two of the ER-books are often on top of that list. The books seem to be used especially by librarians who works in institutions, hospitals and outwardreaching activities. This is certainly one way to reach the reader.

It is well known that it is more likely that you become a bookreader if your family likes books. But not all have such families and of course one can be stimulated by friends, teachers, care staff etc if they read.
Some years ago the working group advertised for people who had every-day-contact with mentally retarded, people who liked literature and art and who wanted to be book-agents for the easy-to-read books. Now there are about one hundred such

agents sprec over the country. From the working group they get information in a little magazine two/three times a year anc once a year they are invitec to co-ference. The working group pays the costs for that conference: travel, food and bec - but the book-agents work voluntarilly and are not payed at all. The agents are often relatives to mentally retarcecs, care staff, teachers, frienc and three agents are mentally retarcec themselves and want to talk about ER-books in the cay centers where they work.
The book agents themselves find ways to talk about ER-books in their surroundings, they suggest that local authorities buy ER-books, start adult study groups who read books together, recommend reading alouc etc. They can also advise a person who wants to buy an ER-book were they can get it. (They do NOT get a percentage doing this.) Last november there was a conference for book agents and librarians. The libraries have the addresses to these book-agents anc can use them as intermediaries.

The next conference for the book-agents will be held in cooperation with folk high-schools which have courses for mentally retarced acults. At that conference the working group will also stress the fact that now - when the publishing houses have mace their catalogue - it will be easier to talk about books one can buy and how to buy them/senc for them.

This last year many libraries in Sweden have started having regular contacts with groups of mentally retarceds, the working group is involved in a project in the north of Swecen (Västernorrland) and a librarian speciliazed in library work with mentally retarcecs (Cecilia Ekeroth), is also a member of the working group.

SIMPLICITY. 5 6. ER-books are not always easy to read. At times we long for a book to relax with, perhaps a detective story, and we read it with no effort at all. And most of us who read well hardly ever read material that is on the border of what we can understand, while many people who reads ER-- books does this with top-mobilisation of their ability and understanding, and cant possibly read other books.
An ER-book is easier than books in general, but that does not mean that it is easy for reader. The content, the form and the level of reading difficulty in ER-books vary to a great extent. That is because the readers difficulties vary. But - as mentioned before - it is especially difficult to get very easy easy-to-read books, with a meaningful content for adults. And there is no other literture for them to read.

When the working group discuss with the writer or the artist and says "This is difficult, could you find another way to express what you want to say", then they can, and do this in some of the cases,, but in others they say "No - this is the one expression I can think of". Thats why ER-books contain difficulties, because the writer and the artist is finally responsible for his work, and the working group has to accept it, if the book in general fulfills the criteria for an ER-- book. And sometimes the text is very easy and then the book can carry more difficult pictures or vice versa.
Some people say that it is good that some difficulties are left. Perhaps they think that the reader can guess the meaning from the context, as they themselves do when they read a forein language. But guessing is much more difficult when you have a limited vocabulary.
Or perhaps they dont know that for the readers every day life is filled with things they dont understand. The difficulties in the text are not the part of the ER-book that challange the readers. The interesting thing for the readers are the new things they do understand in the text, now it clarifies things for them. The pictures can also say something, teach something, and they also convey feelings and even poor readers can read feelings in pictures.

Some people cannot read at all. But they can experience books all the same. They can look at the pictures and listen to the text. There is usually a talking-book-version of every ER-- book. And in Sweden people with reading difficulties are allowed to borrow talking books. They can borrow both the taking book and the printed book and use them together.
The working group has together with the Library for Talking and Braille books tried to find methods of recording books that help mentally retarded readers to listen to and understand the content of the book and look at pictures on the same time. These books are dramatised more than other talking books, they tell when to turn page etc ..

The working group also stimulates production of ER-books as a package with the written book and the talking book together. The packages will be sold on the open market, this means that anyone can buy them. The first book-package is already on the market. It is called "The railway bridge".
This combination is good not only for people who cannot read at all but also for those who do read, but slowly. The very act of reading may be such hard work that they forget what

1531

they have read about. The tape allows them to really experience and enjoy the book.

Reading an easy-to-read book is not always easy. The more important is it that the readers' striving is worth while, that the book he chooses to read has good quality in text as well as pictures.

CONCLUSION 6. Now when this talk on ER-books ends you will remember that almost NOTHING is easy with easy-to-read books. But EVERYTHING is important and worth while. One writer - Molly Jonnson - said after completing her work with an ER-book: "My work with the ER-book has been more stimulating than anything else I've been working with, knowing that this kind of book is needed and good for people. Another ting is, I find it valuable and of vital importance to train oneself in simplicity."